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ABSTRACT

This paper discusses factors that affect parent-child relationships when children become adolescents. Several factors are seen to be related to the development of reciprocity in parenting behaviors between adolescents and their parents. Factors related to the development of reciprocity are (1) teenagers' physical and intellectual development and their capacity for prosocial behavior; (2) the overlap of child and adult roles expected of teenagers; (3) the adolescent identity crisis; and (4) parents' needs. Examples are given to illustrate the operation of these factors in practical situations. Also discussed are situations which create conflict and stress for parents and teenagers: the teenagers' desire for independence and the parents' reaction to this desire; and changes in the life styles of parents. In conclusion, an argument is made that adolescents have an inalienable right to be involved in deciding how they are to be reared. (Author/RH)

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# Parenting With Teenagers*

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As we view those intimate and powerful parent-child relationships with young people who are adolescent or pre-adolescent, we can easily be baffled, if not overwhelmed, by the complexity of these relationships. If there is a single unifying theme, it is symbolized by a preposition, "with" -- a term we use to denote the relationship as reciprocal and interactive. When we care for infants, the obligations and duties largely flow in one direction: we parent them. For teenagers, however, I would contend that the responsibilities not only can be but must be two-way.

This thesis takes into account eight factors:

1. In size, strength, and reproductive capacity most teenagers can perform as adults.

2. Most teenagers are capable of using logic and attaining insight.

3. The world expects teenagers to assume certain adult roles in some instances and to behave as children in others.

4. The present personalities of teenagers have been shaped in at least four previous stages of development.

5. Teenagers are engaged in establishing the sense of identity which will affect the rest of their lives.

6. Parents of teenagers are at turning points in their own lives.

7. To the vital information about pathology that has shaped much thinking about teenagers, data about normality can now be added.

8. Equally important, we are now acquiring scientific knowledge relating to prosocial behavior or altruism, if you will.

To illustrate how these factors can be integrated into a real-life whole, consider this episode. A 17-year-old girl felt that her father had subtly involved her mother in an extramarital affair which precipitated the break-up of the parents' marrige. One evening, a year after the divorce, when the girl was returning home late from a party, she

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saw her mother sitting forlornly waiting for her. Deciding that she could not enjoy her own social life until her mother had regained happiness, the girl subsequently asked her counselor for a list of organizations which could aid the mother, and for some suggestions as to how to deal with the situation.

When I relate this incident to my classes, the students chorus, "What's unusual about that? It happens a lot."

Teenagers Today

Let us now go back over the list of factors and comment on each.

Physique: The focus of teenagers' development is puberty, which brings with it greater strength and dexerity, and, importantly, the capacity for reproduction. If a matter requires strength or skillfully applied muscle power, parents no longer always have to do things for teenagers; the odds are they can do things for us. On a camping trip, for example, they can put up the tents better than we can. They can drive cars and, in an emergency, change flat tires. They can do the lifting and the opening and the carrying. Sexually they are mature and they can produce children. They can be both sexually attracted and attractive.

Intellect: Coupled with physical maturity is an increasing maturity of teenagers' intellectual skills. In Piaget's terms, they are able to use "formal operations." They can use words, and how! They can master the symbols used in music and mathematics. They can debate logically and can be painfully sharp in attacking arguments they dislike. They can think, with insight, about their own thinking and ours.

Recollect the vignette of the girl analyzing her own reactions and those of her divorced mother. If you were in trouble, would you appreciate having a son or a daughter with her acumen? Maybe you have!

Overlapping Roles: My good friend, Jack Kounin, is fond of pointing out that the essential problem of adolescents is that we expect them to live in two worlds -- childhood and adulthood. Again, examine the vignette. Who was taking care of whom? Who was doing the parenting? Was the girl? Was the mother? Or were both of them taking turns?

The mother needed help and the daughter was helping her obtain it. That's what a loving daughter should do. At the same time, the mother was worried about the girl's safety and was sitting up, probably ready to summon help if the girl was out too late. That's what a loving mother will do. The girl could understand her mother loved her and felt responsible for her. Yet, her mother needed the girl to act as a sympathetic adult.

This is typical and it is the reason I have spotlighted the phrase, "parenting with." As adults, we must foster, protect and encourage our teenage children. Yet our teenagers, in turn, should be sensitive

to our needs. When they actually do something for us, our positions are reversed for the moment. The ebb and flow of these role reversals are the hallmark of a newly emerging parental balance.

Personal Histories: Both the nature of our parenting and the effects of the environment upon our children prior to their teenage years are now having consequences. We can see these effects in behavioral trends. To the somewhat oversimplified picture painted so far, there must be added all the shades and complications that grow out of the blend of inherited potentials and the ways these have developed.

One way of looking at all of this is to take the schema promulgated by Erikson, who pictured development as a series of turning points, each of which leads us to one of two contrasting emotional bents. According to him, four crises occur prior to adolescence. From the first we emerge with either trust or mistrust; from the second, with autonomy or doubt; from the third, with initiative or guilt; from the fourth, with industry or inferiority.

To see how these display themselves in the teen years, let us first assume all went unbelievably well. What would the paragon be like? According to the matrix, as Erikson describes it, he or she would be capable of tackling problems with temporal perspective and would be aware of future effects and past roots. There would be self-certainty in approaching new experiences. This young person would enjoy experimenting with roles and could relate to adult guidance and future opportunities as would an eager apprentice. For such a youth, parents could be guides, companions, and task givers.

Suppose, however, much had gone wrong in earlier stages. The picture, then, would be the reverse. The adolescent would tend to live in a narrow present, confused as to any time perspectives beyond the now. In dealing with new experiences, the young person would be beset by self-consciousness. He or she would tend to remain fixed in present roles, to act almost as though paralyzed when confronting situations requiring work or effort. Faced by such a son or daughter most adults would be at a loss as to how to help. Fortunately, of course, most young people are not at this extreme. Accordingly, the roles of parents must be tailored to both the strengths and weaknesses their children have derived from the past.

The Identity Crisis: Erikson (1968) is often cited as the originator of the idea that the chief critical event in adolescence is either the attainment of identity or a lapse into identity confusion. Recognition of this aspect of development, however, has a long history. Among European authorities who base their theorizing on studies of young people's diaries from past decades, there has been recognition that these adolescents were preoccupied with self-concern. Maurice Debasse (1951) subtitled such a work, "La Crise d'Originalite Juvenile," to highlight that this could be a turning point. More recently, in an insightful analysis, Judith Gallatin (1975) had this to say:

> If he is not to be overwhelmed by choice, the adolescent simply must begin to define himself along certain dimen-

> sions. He can build upon identifications of the past in this endeavor -- the feelings of trust, autonomy, initiative, and industry that have hopefully resulted from his attempts to cope with other normative crises -- but he must look ahead to the nuclear conflicts of adulthood as well as develop his own strategies for meeting them . . .
>
> Since so much is happening at once, since the adolescent must make a great many decisions about himself not merely on the basis of what he is likely to become as well, there is considerable potential during this period for indecision and disorientation.

Lest the reader be thrown off by her use of the linguistic custom of using "he" in a generic way, it should be noted that Dr. Gallatin's book is especially rich in its sensitivity to the identity problems of girls.

In dealing with problems of identity, adolescents make great use of talk. They want to discuss problems in depth. For the parents this desire is of special significance. Intellectually keen enough to measure the words of their parents by the examples set in action, adolescents often verbalize the conflict created when a parent's behavior belies his or her preaching. Through such discourse many adults are forced to clarify their own values and beliefs, and in doing so some can become different people, possibly more true to their own principles.

Adults' Needs: About the time offspring are in their teen years, parents are often wrestling with new needs of their own. There may be mid-career changes in occupations. Ambitions are now being weighed against realities of achievements, which in many fields are at their peak by the time adults reach middle age. Those women who chose to concentrate on family tasks are wondering how to spend the rest of their lives. In many families, new strains force a reorganization of all that is implied by such words as love, intimacy, companionship. In addition, the problems of aging grandparents lead to rethinking of life styles by parents.

One way or another, parents may now realize that the decisions they made during their adolescence have led to present dilemmas and conflicts. Unable to relive their lives, parents are tempted to use their offspring as puppets who can engage in corrective reenactments.

In our youth-oriented society, the older generation is tempted to compete with the younger in physical skills, talents, appearance, and sexuality. All kinds of confusion follow when parents decide to cast aside the roles of parenthood and persevere in youthfulness.

Teenagers are often very aware of the concern, as well as the foibles, of their parents. Like the young woman in our vignette, they will talk about these problems, try to act in accordance with their opinions and fashion their own identities on what they learn in the process. There is no stopping this development. Instead parents must decide with what degree of welcome or secretiveness they will greet it.

Normality: Much information about preadolescents and adolescents has come from clinical situations in which psychologists and psychiatrists have learned from troubled young people. Recently, our understanding of adolescence has been improved with information obtained during the 1960s from soundly conceptualized, well-planned, and carefully conducted studies of populations chosen for their normality. Interestingly, the two books which first successfully undertook this task (Offer, 1969; Westley & Epstein, 1969) both carry 1969 publication dates.

The lesson we are learning from this work is implied in a phrase many clinicians use: "well put together." An analogy serves to define this term more clearly. When putting together a well constructed item of furniture, we need to know not only how to fashion the pieces which go into its making but how to create the glue which holds them in place. As I shall describe, the family has much to do with providing the glue as well as the pieces.

What this requires of parents is hinted at in an earlier study by Murphey and her co-workers (1963) of a group of college freshmen identified as effective people. Here is what the researchers had to say:

> We could identify a benign pattern of interaction established between the parents and students rated high in autonomy and relatedness. . . .
>
> These parents tended to have rather stable and consistent values and could communicate these values to the students. In their everyday lives they demonstrated the congruence between their beliefs and actions in such a way as to be models for their children; that is, these parents behaved as autonomous people with inner-directed standards of behavior. Thus, we would assume that the development of autonomy for those students was facilitated through identification with parents who were available as models of autonomous adults.
>
> The parents of students rated low in autonomy and relatedness lacked confidence ... the students' ability to achieve autonomy. They were not sure that the students would be successful in college or would be able to get along without them. The students experienced less clarity about their parents' values and there was more often a discrepancy between stated values and parental behavior. Although these students also had experiences with jobs as well as opportunities to live away from home, the parents had not been able to respond to their children's growth by a shift in their own image of the students from dependent children to young adults.

The reciprocal nature of parenting behaviors which emerges bears some very pointed observations. If we know, as we do, that the well-put-together children have well-put-together parents and all live in

well-put-together families, then we must also consider the probability that there is no simple cause-and-effect line operating, but that all are making a contribution to a healthful totality. The adolescents are part of that totality, are capable of affecting it, and are carrying as much responsibility as their parents for doing just that.

Prosocial Behavior: Even more recent in burgeoning has been research on what is being called "prosocial behavior." In their summary of what is known along these lines, Mussen and Eisenberg-Berg (1977) focus on the ability of the young to share, to care, and to help. Strain and Shores (1977), in their review of the relevant research literature, strongly suggest that "reciprocity of social interaction . . . is a critically important factor in developing appropriate affective behavior." Even from a very early age, "well-put-together" children have learned to make themselves enjoyable to others and know how to elicit and reward those behaviors by parents, teachers, and peers that make their own lives more pleasant. They have fun and are good at enticing other people to have fun. In many cases they are reflecting what parents have modelled for them.

We can speculate, then, that the glue which holds together effective families and effective people is mutual enjoyment. Apparently, that reciprocity which we see in parent/adolescent relationships is an outgrowth of what existed, but could not be verbalized, earlier in life. On an emotional level, it translates into a "we-feeling" which can have all-important consequences.

A frequently mentioned prosocial characteristic of young people is their ability to empathize with other people. Hornstein (1976) has spotlighted some of the conditions which affect the probable occurrence of this type of behavior. Calling attention to the usefulness of Lewinian theory in this regard, Wispe (1978) has phrased it thus:

> Lewin presented a more cognitive approach to social and developmental psychology in which the idea of tension systems is a central feature. Psychological tensions are coordinated with internal and external forces, and they operate in a person's goal strivings. But, as Lewin himself noted, the point of application of a psychological force may be regions in the life space other than one's own person. In other words, tensions may arise from experiencing the needs, goals and aspirations of another person. But, of course, not just "any other" will do. In order for promotive tensions to arise, the potential helper must perceive the person-in-need-of-help as similar in some way or other; they must share a "we" bond.

With this in mind, let us ask ourselves what the situation would be if we accepted as inevitable the myth about relationships between the generations that is epitomized by "the generation gap" catchphrases of the 1960s. If it were a continuing reality, then mutuality of goals and feelings would rarely occur. Interestingly, in this regard, the behavior of youth in the 1970s has been quite different from that in the 1960s. As such we can now raise the question: to what extent during

the teen years are parents and children relating to each other as a "we" entity? What evidence we have suggests that the situation differs from family to family. Take, for example, the increasingly prevalent units consisting of a divorced parent and teenage children. Here, economic and emotional necessities place a premium on reciprocity in supportive interactions. In any event it can be said today that opportunities for inter-generational units may be a feature of the parenting scene in the 1980s.

Issues for Parents

Having outlined some of the more important factors which affect parenting behavior when children reach their teens, let us now turn to some of the practical situations in which these operate. Since it is not possible to catalogue all of the possible permutations and combinations, this paper will examine briefly common circumstances in three areas of concern. In no way will these even begin to exhaust the probabilities, much less the possibilities.

The first example we will examine involves the young person whose behavior is worrisome because it is dangerous. At one extreme we find situations in which a young person abuses alcohol just as one of his or her parents has done. Nagging -- resulting from the concern that heavy drinking combined with risky driving might produce fatalities or disabling injury -- compounds the problem by reminding all concerned of family events linked to the alcohol problems of the parent. Ultimately the communication pattern of the family is disrupted and the family is divided. In contrast, we find instances in which the risky behavior is an element in either an adventurous life style or a political activism shared by both generations in the family.

The second example concerns attitudes toward independence. In some families, parents agree that by the conclusion of adolescence, the young man or woman should be able to go it alone, without any hampering ties. In others, parents hope that the young person will attain his or her identity by giving priority to membership in, and responsibility toward, one or another of what sociologists would call "primary groups": family, religious institution, military unit, or community.

In the third example we examine the life style parents desire for themselves. At one extreme are those parents who imposed restrictions on themselves in order to have children and who look forward to personal fulfillment once they can finally shed the burdens of parenting. In contrast are the parents who have always expected that a younger generation, grateful and dutiful, will provide them with emotional and financial support in their declining years.

Disastrous Events: The bedrock of parenting has always been the protection of the young. Those of us who know wildlife are aware of the danger that threatens anyone who tampers with young animals or birds when they are being guarded by their mothers. When children are little, most of us see to it that they are immunized, well fed, and protected against molesters. However, once children reach their teen years, the principal source of fatalities and physical injury is the

behavior of the young people themselves. They run risks which expose them to death, injury or blighted careers. The existence of such threatening circumstances typically comes to attention in sudden crises. From the standpoint of the parents this too often takes the form of a call from police or hospital -- the son or daughter has been arrested or has been the victim of a collision, an overdose, an attempted suicide, a sports mishap. Then there is the daughter who announces she is pregnant, or the youngster who quits school.

The likelihood of such sudden turns of event makes it hazardous to work with teenagers. As one experienced psychiatrist explained when giving up the practice of adolescent psychiatry, "It is too little, too late." Events have produced consequences which cannot be reversed.

Of all the death-threatening possibilities, statistically the most common is the fatal automobile crash in which one or both cars was driven by a youth who had had too much to drink. In the majority of cases, the parents are aware of both the drinking and the driving habits of their offspring. Indeed, at an earlier date they may have come to their child's defense when authorities threatened to suspend a driving license or when a court appearance could have produced a jail sentence.

If, as is the purpose here, it is useful to examine the situation producing greatest stress on parenting, it may be necessary to look at the many instances which seem to one parent as a replay of marital quarrels with a spouse who also has a drinking problem. In all too many cases the marriage relationship has been eroded by ineffectual nagging; now, under frighteningly similar circumstances, the same thing is happening to the parent-child relationship. After each critical episode, the parent vehemently upbraids the young person; the young person time and again gives reassurances, only to resume secretively the drinking and driving he or she has pledged to end.

Is there any solution to such a heartrendingly vicious spiral? Even when the parent-child relationship has been cemented by earlier shared fun and mutual admiration, can it withstand the corrosive effects of futility and tragically uncontrolled behavior? That question is haunting literally tens of thousands of families at this very moment.

There is evidence that this now-classic tragedy can be prevented. There seem to be two possibilities. One, used by such self-help organizations as Al-Anon, is for the parent to redefine his or her own role toward alcohol and toward the bedeviled other members of the family. This requires supportive sharing of experiences and, with that assistance, a new perspective on the welter of emotions troubling the parent.

The other possibility, especially available in communities where traffic courts have taken responsibility for accident prevention, is some form of group program aimed at the drinking driver. The program is offered in addition to or as an alternative to punitive measures. The young person not only can but must see and be seen as the person

responsible for his or her own conduct and own future. This is very difficult for young people if the parent remains either heavy handed on the one hand or condoningly sympathetic on the other.

Whichever path is taken the effective outcome is similar: based on the young person's new role, the two generations can now go about the business of reinforcing each other by having some unadulterated good times and according each other respect once again.

Now, let us turn to a contrasting set of circumstances, in which the risks being taken by the young person reflect values held jointly by both generations. Here we have a range of possibilities. In many police and military families, there is a tradition of facing danger into which the sons and, now, the daughters are inducted. In other homes a sort of family identity resides in adventurous actions, such as sports, which provide spice for living. Families are united by the fun they have together and the risks they share.

There is special interest, for our purposes, in looking at those instances is which the younger generation takes the initiative in urging upon the older a course of action which is viewed as risky. An example of this was seen during the height of the civil rights protests in the 1960s when young black militants rallied hitherto cautious parents in support of their activities.

A more current development is occurring in families where daughters introduce ideas concerning assertiveness, which mothers may be hesitant to implement in their own homes. What data we have on the prevalence of domestic physical abuse, at all class levels, indicates that assertiveness can jeopardize the safety of mother, daughter or both. The mother's aspirations for her daughter may give her courage to brave the wrath of her spouse. Mother and daughter may become allies relying on each other for counsel, for invoking outside support, and for solace. The mother will not always accept for herself all that her daughters would like, but she will at least model a pattern that she has not previously contemplated except in fantasy. (She accepts the burden of providing a combination of modeling and of encouragement.) If her daughters on their own choose occupational and sexual paths frowned upon by her husband and his friends, her girls expect her to act as their advocate. In doing so she may accept more peril than they anticipate. When any of us wants our teenage children to face life with courage, the vehicle of effective parenting may be demonstration beyond verbalism.

Independence: For some time it has been fashionable to consider the attainment of independence as the principal developmental task of adolescence. Schneiders (1951), for instance, considered independence the most significant accomplishment of the period.

> Independence, on the other hand, would seem to stem from the circumstance that it is a sine qua non of successful living and complete adjustment. Man is by nature a unique individual, separate from any other thing in the universe. The crowning glory of individuality, however, is not merely

> separate existence; it is independence of thought, of feeling, and of action; and this would seem to be integral to human nature. (p. 120) (Emphasis in original.)

Concomitantly, the role of parents must be to let go.

One can view parenting as a series of steps taken by the older generation to create a new generation of rugged individualists. As though mounting a series of steps leading to a hilltop, children are taught the skills which will enable them to attain independence. Parents help them learn to walk, to use words, to go to school, to study by themselves, to develop skills for vocational success, and, finally, to live by themselves if necessary.

All this seems obvious; the goal is axiomatic. Why mention it at all? Only because, if we accept Erikson's schema, the next turning point in the life span involves choosing between isolation and intimacy. For which are we preparing our teenagers? For which should we be preparing them?

It is interesting to note that although Erikson foresees a new crisis for youth, Robert Coles, his biographer, believes that Erikson has truly caught the tone of the American drive for independence. Coles (1970) describes it eloquently:

> No wonder that mothers tried to make sense of all the stormy movement in American life, with its immigrants, migrants, emigres, refugees, cowboys, frontiersmen, and transplanted peasants hurrying to sweatshops and factories. In Erikson's words, "The post-revolutionary descendants of the Founding Fathers forced their women to be mothers and fathers while they continued to cultivate the role of free-born sons." To this day, even though the old-fashioned frontier is gone, Americans are brought up to look around, to move around. Mothers may "dominate" their children for a while, but eventually sons and daughters by the millions move on to other villages, cities or regions. Homes are bought, sold, left behind, and sought out in astonishing succession -- and not only by people who <u>have</u> to do so, but by those who <u>want</u> to move on, who have grown up expecting just that kind of freewheeling life -- up and doing, quick on the trigger, on the go, on one's toes and snappy. (pp. 144-145) (Emphasis in original.)

On second or third reading there is something disquieting about not only Cole's phrasing but the scene it portrays. Is the description an unalloyed encomium? Or, is there a tinge of sarcasm? Or, is it heavy-handed satire? The answer depends upon the viewpoint from which one reads it. If it is viewed from the perspective of a son or daughter happily conquering new territory in an office, a factory, or a laboratory, that is one thing. But if it is viewed by the mother, lonely except for a memento or two, would bitterness be inappropriate?

Recall again the scene situation of the divorced mother and her teenage daughter which opened this paper. What are the values which require expression? Should the young woman simply have asserted her independence and set forth on her own? The mother did want her to be independent. Are they worse off because the daughter faltered? Should we even phrase it that way?

Many families in this situation will steer a middle course, but for the sake of contrast in arguments let us outline the nature of parenting at the extremes, which can and do exist.

Those of us who give priority to independence will encourage our youngsters to spend time away from us. Of course we will give them opportunities to tell us about their doings, but we will try not to pry. We will arrange our affairs with an eye to letting them be on their own. We will more or less systematically teach them physical and social survival skills -- how to make meals, buy necessities, and entertain their peers. From an early age, we will see that they have money of their own and are making choices on their own.

If, by contrast, we see their futures as built around family ties, we will make many opportunities for enjoyable occasions involving ourselves and our relatives. We will model for them the exchange of favors which constitutes a kinship support system. When opportunity permits we will have reunions or parties where they can have fun with their cousins, we will enlist our children's skills in helping their grandparents, and we will encourage them to ask for help from aunts and uncles in finding part-time work or obtaining information on major purchases. When illness strikes in the extended family, we will insist that our children (once they are capable) carry out obligations to alleviate problems or give assistance. By precept and example, we will inculcate expectations of reciprocity and build a positive value for mutual dependence. There are, indeed, families where almost the totality of living consists of work, church, and family gatherings. For the adolescent there is added school and its social contacts, but it is expected that the adolescent will give primary loyalty to the family upon reaching adulthood.

Life Styles: What should be obvious from this discussion is that there can be no single formula which prescribes a single best pattern of parenting with teenagers. Either by accident or by design there is a multitude of patterns. These vary in the values they reflect, and in their validity for serving those values. In essence, parents have to ask themselves two questions: First, what do I want for myself and my offspring? Second, how valid are my efforts to attain these objectives?

For the older generation, the entrance of their sons and daughters into the teen years coincides with two major opportunities to build for themselves a mature life style. The first opportunity stems from the freedom that comes when the logistics of life no longer revolve around the care of children. There is more time to do what one wants and less need to be concerned about the effects of one's actions upon the child's well-being. The second opportunity sometimes comes disguised as a problem -- we can see the days coming when we will worry about our own security, when other people may have to do more for us than we

do for them. (For the many who are divorced or widowed, the time is now.) Will these other people be our children? Looming over all of us in this connection are the financial and social costs of the presently imperfect programs to deal with retirement, the increasing financial expense of catastrophic illiness, and the social problems of age-segregated living arrangements. We must also question the merit of the middle-age, singles scene.

When considering the parenting component of our society, we cannot go too far afield in limiting oncoming social problems. We can, however, make it clear that what takes place today between parents and their teenagers will have long-range effects on the lives of both generations. When we examine parenting of infants or children, we do so by primarily evaluating what its outcomes will be on the young people; often we attempt to forecast implications for their adulthood. When we look at parenting of teenagers, on the other hand, we must recognize that the relationships developed will have as significant an impact on the parents' future as on that of their offspring. What is done and the way it is done will affect the terms on which all of us will be living for many years. If we assume that the parental norm is a happy and stable couple moving to the peak of their careers, then this issue may seem remote. However, millions of American parents live alone except for children, work at fatiguing jobs or have dependent mates affected by physical or psychological impairments. For them and for others in varying degrees, the results of their parenting directly and immediately will influence their life styles.

This author would argue that it is growth-promoting for teenagers to have a voice in how they are reared. However, there is an even more demanding consideration: they have an inalienable right to be involved. Donne's oft-quoted observation that no man is an island applies here. Our teenagers are as much a part of the mainstream of humankind as are the adults. What affects us affects them as well as vice versa. To think and act as if that were optional is truly impossible. Let us then sit down and talk with each other, listen to each other, counsel each other, and apply the Golden Rule to each other.

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